

# **“Integrating Gender into Extension Services”**

## **Facilitator's Guide**

“Closing the Gender Gap in agriculture could increase yields on farms by 20–30 percent which...

Could raise total agricultural output in developing countries by 2.5–4 percent which...

Could reduce the number of hungry people in the world by 12–17 percent”

*State of Food and Agriculture FAO 2011*



**USAID**  
FROM THE AMERICAN PEOPLE

## **“Integrating Gender into Extension Services”**

**When:** \_\_\_\_\_

**Where:** \_\_\_\_\_

**Who:** \_\_\_\_\_

**Why:** Integration of gender principles and practices into Extension programming is critical for increasing productivity in both rural sectors and the national economy and for providing adequate and appropriate services for both women and men.

**What:** The various workshop sessions focus on how to integrate gender principles and practices into Extension programming.

**What For:** Upon completion of this workshop, participants will be able to:

**Define** where and how “gender” is a part of one’s professional career.

**Differentiate** between gender and sex.

**Explain** why examining gender roles is important to Extension and agricultural systems and why Extension has not successfully addressed gender in the past.

**Analyze** the connections among Extension work, gender, and agricultural productivity.

**List** the key elements of gender analysis.

**Identify** some basic tools for conducting a gender analysis.

**Explain** the concept of gender mainstreaming.

**Demonstrate** a short, interactive energizer that can introduce gender issues.

**Describe** how gender analysis tools can be applied to Extension work.

**Apply** a specific gender analysis tool to an Extension situation.

**List** key issues affecting work with women farmers, including gender-sensitive message design and communication strategies.

**Compare** and **contrast** techniques to engage mixed and single gender groups.

**Identify** methods for monitoring and evaluating gender responsive programming.

**Assess** when and how to apply gender analysis tools and participatory techniques to various Extension situations.

**Define** the key elements of an agricultural value chain using a gendered approach.

## **Our Commitment to Workshop Participants**

As facilitators of this workshop, participants can expect us to:

1. Be prepared, organized, and equipped for each day of training while at the same time being flexible when the need arises.
2. Respect the different opinions, varying levels of experience, diverse learning styles, and unique contributions each participant brings to the training.
3. Be fellow learners during the workshop. . .learning from and with the participants.
4. Conduct follow-up activities with participants to discuss the transfer and impact of knowledge and skills gained at the workshop.
5. Send any related follow-up materials to participants within two weeks of the workshop completion.
6. Be receptive to suggestions for improving workshop sessions to meet the needs of participants.

## **Our Expectations of Workshop Participants**

As facilitators of this workshop, we expect participants to:

1. Actively participate in all workshop sessions and be open to a variety of learning methods and techniques—some which may be beyond participants' comfort zones or interests.
2. Respect the diversity of opinions and experiences other participants bring to the workshop.
3. Share the knowledge and skills gained at the workshop with colleagues and project partners. . .to pass-on the gift of training.
4. Attend all workshop sessions; arriving late to the opening sessions and departing prior to the closing sessions are detrimental to the learning process and disrespectful to the facilitators, other workshop participants, and the hosting facility.
5. Please turn off all cell phones during workshop sessions to avoid disruptions.

This Facilitator's Guide, and the accompanying Participant's Booklet, are meant to be templates...to be adapted and modified according to each unique training situation. Extension agents are expected to use the sessions and activities that match their individual settings and meet their achievement-based objectives. The guide is organized by a series of workshop sessions. Each session has the following components:

- Instructions to participants...what you want the participants to do... written as if you're talking directly to the participants.
- The estimated time for the session.
- The materials and resources needed.
- The outcomes for each session...the workshop objectives.
- Notes for the facilitator that outline what the facilitator(s) needs to be doing during the session.

## **Day #1**

### **Welcome, Logistics, & Workshop Expectations**

**A:** Welcome and Logistics

**B:** Expectations

List your expectations for the workshop on a piece of scrap paper. Share your list with two other participants sitting near you. As a small group, select the most clear and concise expectations. Write these expectations on cards...one idea per card, using LARGE letters, and 3 to 5 words. Write the larger group's expectations in the space below:

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*Time:* 1 hour

*Materials:* Scrap paper; markers; sticky wall; cards for sticky wall; masking tape; sample sticky wall card

*Facilitator Notes:* Have individuals write expectations first and then share with two other people sitting near them. Have small groups write their expectations on cards as instructed...provide an example and place on sticky wall. Ask one member from each small group to place an expectation on sticky wall...repeat with each group until all expectations are on wall... combining common ideas. Keep expectations up during workshop to refer to throughout the workshop and at the end.

Review agenda and workshop objectives...have objectives on flip chart to keep up during workshop.

Discuss logistics...restrooms, meals, breaks, etc.

## Session #1: Explorations into Gender

Find your other photo half. With your partner, answer the following questions about each other:

In what ways do you engage in gender activities in your professional work?

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What interests you most about gender issues in Extension work?

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What is something no one would guess about you?

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Share and discuss your responses with the larger group.

*Time:* 30 minutes

*Materials:* Flip chart; markers; photo halves; Power Point projector; Power Point presentation

*Outcomes:* **Define** where and how “gender” is a part of one’s professional career.

*Facilitator Notes:* Select a variety of simple illustrations or photos showing women at work around the world and cut them in half. Mix up the photo halves and distribute one photo half to each participant. Have each participant “find” their other photo half and pair up participants by photo pieces. In pairs, participants answer the above questions about each other.

Ask each pair to introduce themselves and provide brief responses to the questions ...in four or five words...to keep the session moving forward. Capture responses on flip chart.

## Session #2: What is “Gender?”

Listen to a mini-lecture on gender definitions, statistics of farmers worldwide, and on the strengths and weaknesses of programming efforts of Extension and other organizations to reach male and female farmers.

*Time:* 1 hour

*Materials:* PowerPoint projector; PowerPoint presentation

*Outcomes:* **Differentiate** between gender and sex.  
**Explain** why examining gender roles is important to Extension and agricultural systems and why Extension has not successfully addressed gender in the past.

*Facilitator Notes:* Present the information on each Power Point slide...ask participants to provide examples from their experiences to highlight main ideas. Close the session by reviewing the intended outcomes.

## BREAK

## Session #3: Making Connections

**3A:** Individually write brief responses to the questions below as you watch the YouTube video clips.

What are people **doing** in the video clips?

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What **agricultural opportunities** do you see in the video clips?

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What **challenges** do you observe?

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What types of **gendered approaches or techniques** are being used?

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How might women and men's **agricultural productivity be improved** by incorporating a greater awareness of gender issues into the Extension agent's work?

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**3B:** In your small group, copy the matrix below on flip chart paper. Select a recorder and briefly record the responses of group members onto the matrix. Post the matrix on the wall when completed. During the break take a “gallery walk” to observe responses from the other small groups.

Question?	Women	Men
What are people doing?		
What opportunities?		
What challenges?		
Gendered approaches or techniques?		
How to increase agricultural productivity?		

*Time:* 1 hour, 15 minutes

*Materials:* Flip chart paper; markers; masking tape; birth month cards; PowerPoint projector; PowerPoint presentation with YouTube videos

*Outcomes:* **Analyze** the connections among Extension work, gender, and agricultural productivity.

*Facilitator Notes:*

**3A:** Review with the participants the questions in their booklet prior to watching the videos...highlighting what they should be “looking for.” Show the videos. After the videos, allow ~10 minutes for participants to complete the questions in their booklet.

**3B:** Divide the participants into 4 groups by birth month: Jan.-Mar./Apr.-June/July-Sept./Oct.-Dec. (groups do not have to be even, just close). Read instructions for the activity...with participants following along in their booklets. Give each group markers and flip chart paper. Allow the groups to work until lunch break. Tape the completed matrices on the wall and demonstrate a gallery walk.

After lunch, but before beginning Session #4, review the highlights of the matrices by asking the following question:

- ✓ What are some observations you can make about the connections among Extension, gender, and agricultural productivity from the information on the matrices?

## LUNCH & GALLERY WALK

### Session #4: Gender Analysis

**4A:** Listen to a mini-lecture on gender analysis: definition of gender analysis, why gender analysis is conducted, the triple roles of women, strategic and practical gender needs, gender mainstreaming, collection of gender disaggregated data, and common theoretical frameworks and tools used in gender analysis.

*Time:* 1 hour, 30 minutes

*Materials:* PowerPoint projector; PowerPoint presentation

*Outcomes:* **List** the key elements of gender analysis.

**Identify** some basic tools for conducting a gender analysis.

**Explain** the concept of gender mainstreaming.

*Facilitator Notes:* Present the information on each Power Point slide...ask participants to provide examples from their experiences to highlight main ideas. Close the session by reviewing the intended outcomes.

## BREAK

### Session #5: Gender Energizers

**5A:** Join the large circle. When you receive the ball, shout out the first adjective that comes to your mind that describes “Margaret” or “Martin.” Then quickly throw the ball to someone else in the circle, saying “Margaret” or “Martin” to the person who catches the ball.

**5B:** Review the responses with the facilitator...discussing the adjectives and how gender stereotypes are formed based on these adjectives.

*Time:* 1 hour

*Materials:* Small ball or other objective to throw; flip chart; markers; PowerPoint projector; PowerPoint presentation

*Outcomes:* **Demonstrate** a short, interactive energizer that can introduce gender issues.

*Facilitator Notes:*

**5A:** Set up a flipchart and easel. Draw a line down the middle of the flip chart paper and print two headings at the top: “Margaret” and “Martin.” Ask for a participant volunteer to write responses in the “correct” column.

Ask the remaining participants to form a large circle. Demonstrate the energizer by giving the ball to one participant and ask him or her to toss the ball to someone else in the circle. As the person throws the ball they say “Margaret” or “Martin” to the person who catches the ball. The person who catches the ball shouts out an adjective that describes “Margaret” or “Martin.” Ask the volunteer recorder to write the adjective in the correct column. Continue the energizer...increase the speed.

**5B:** After most participants have provided an adjective, ask the group to gather around the flipchart. Review the responses by asking the participants the following questions:

- ✓ What are **some observations** you can make about the adjectives in the two columns?
- ✓ **Where** and **how** do we obtain our impressions of what is appropriate for men and women?
- ✓ What is a **stereotype**? How do **stereotypes** impact our work in Extension?

Review with the participants the page in their booklet that describes additional gender energizers. Close the session by reviewing the intended outcome.

## Daily Wrap-Up

As you reflect on the day's activities, verbally share your responses to the following questions in the larger group:

- ✓ What is one new thing I learned today?

- ✓ What is one fear I have about integrating gender into my work?

*Time:* 30 minutes

*Materials:* Flip chart paper; easel; markers

*Facilitator Notes:* Write the questions on flip chart paper and uncover one at a time. Ask the participants who would like to share their reflections on the day's activities by responding to the following questions. Ask another facilitator to capture the responses.

Review the objectives for Sessions #1-5...what was accomplished today. Review the agenda and objectives for tomorrow...where we are headed.

## **Day #2**

### **Rapid Summary of Day #1**

Based on the activities from Day #1, verbally respond to the following questions presented by the facilitator:

- ✓ What are the differences between sex and gender?
- ✓ Why is addressing gender important when doing Extension work?
- ✓ What is one thing I can do in my current position to increase women's access to Extension programming?

*Time:* 30 minutes

*Materials:* None

*Facilitator Notes:* Ask participants to respond to the questions...clarifying any information as needed. Ask who would like to share...no need for every participant to respond...avoid going around the circle making everyone say something or calling on specific people who have been quiet...everyone learns differently.

## Session #6: Gender Analysis Application

**6A:** In your small group, read the case study provided by the facilitator. Using the gender analysis tool provided by the facilitator, identify the key gender elements in the case study. Summarize the key elements on flip chart paper using the guide provided by the facilitator.

**6B:** Report your small group's findings to the larger group using the following questions as a guide:

- ✓ What are the benefits of using the tool?
- ✓ What are the challenges of using the tool?
- ✓ Who needs to be involved when using the tool?
- ✓ Under what circumstances would you use or not use the tool?

*Time:* 1 hour, 30 minutes

*Materials:* Flip chart paper; markers; farm animal cards; gender analysis tool cards; PowerPoint projector; PowerPoint presentation

*Outcomes:* **Describe** how gender analysis tools can be applied to Extension work.  
**Apply** a specific gender analysis tool to an Extension situation.

*Facilitator Notes:*

**6A:** Write four guiding questions on flip chart. Get participants into 4 groups by favorite farm animal: cow/goat/chicken/pig. Ask participants to turn to case study #1 in the Appendix of their booklet. Have each small group pick one of the four gender analysis tool cards. Read instructions for activity and ask if task is clear. Allow groups to work for approximately 30 minutes.

**6B:** Bring the small groups back to the larger group. Ask for one group to begin by sharing their responses to the questions. Have the remaining three groups add "new" responses...no duplicate information. Close the session by reviewing the intended outcomes.

## BREAK

### Session #7: Participatory Strategies for Gendered Responsive Extension Programming

**7A:** In the large group, respond to the following question: “What do you currently do to engage farmers in Extension programming?”

**7B:** Listen to a mini-lecture highlighting the importance of gender equitable participation and communication strategies, key issues affecting work with women farmers, Extension messaging and design of gender sensitive training materials, and monitoring and evaluation of gender responsive programming.

**7C:** Based on the mini-lecture, respond to the following question: “What can you do to ensure that both women and men are included in Extension programming?”

*Time:* 1 hour, 45 minutes

*Materials:* PowerPoint projector; PowerPoint presentation; flip charts; markers

*Outcomes:* **List** key issues affecting work with women farmers, including gender-sensitive message design and communication strategies.

**Compare** and **contrast** techniques to engage mixed and single gender groups.

**Identify** methods for monitoring and evaluating gender responsive programming.

*Facilitator Notes:*

**7A:** Place one flip chart in front of room with 2 facilitators. One facilitator asks participants: “What do you currently do to engage farmers in Extension programming? The other facilitator records the responses on the flip chart.

**7B:** Present the information on each Power Point slide...ask participants to provide examples from their experiences to highlight main ideas.

**7C:** In the large group, return to the flip chart with responses from 7A. Ask participants: “Based on the mini-lecture, what can we add to the list...what can we modify? Encourage participants to consider message design and communication strategies, monitoring and evaluation activities, and programming techniques. The

other facilitator records the responses on the same flip chart and begins another if needed.

Close the session by reviewing the intended outcomes.

## LUNCH

### **Session #8: Applying a Participatory Gendered Approach to Your Work**

**8A:** In your small group, complete the following activity as directed by the facilitator:

- ✓ Assign one group member to be an Extension agent visiting the farm to help increase agricultural productivity. Assign the remaining group members to the roles of male and female farmers and children according to the scenario provided by the facilitator.
- ✓ Conduct a role play with the Extension agent designing a program to increase agricultural productivity that is gender sensitive and includes gendered objectives and indicators of success.
- ✓ Present your role play to the other participants in your group.
- ✓ Switch places and observe the role play presented by the participants in the other small group.

## BREAK

**8B:** Join the larger group and respond to the reflection questions based on the role plays.

*Time:* 2 hours

*Materials:* Letter grouping cards; flip chart; markers; PowerPoint projector; PowerPoint presentation



*Outcomes:* **Assess** when and how to apply gender analysis tools and participatory techniques to various Extension situations.

*Facilitator Notes:*

**8A:** Divide the participants into 4 groups by letter of first name: A-F/G-L/M-R/S-Z. Two facilitators take groups A-F and M-R. Two facilitators take groups G-L and S-Z.

Read the role play instructions and then ask each small group to take approximately 20 minutes to prepare an 8-10 minute role play. Have one group present their role play with the other group sitting or standing in a circle around the presenters (Fish Bowl technique). Switch and have second group present their role play.

## **BREAK**

**8B:** Write questions on flipchart beforehand. Bring the four groups back together and ask the following questions...capture responses on flip chart.

- ✓ In what specific ways did the Extension agent address gender issues?
- ✓ How did the agent engage both women and men?
- ✓ Will agricultural productivity be increased? Why or why not?
- ✓ How will the success of the Extension programming be measured?

## **Daily Wrap-Up**

Reflecting on the activities of the day, verbally respond to the following questions in the larger group:

- ✓ Provide one reason why gender analysis is important for Extension programming.
- ✓ Describe one situation where you could use gender analysis in your work.
- ✓ Identify one consideration when creating gender sensitive programming.

*Time:* 30 minutes

*Materials:* None

*Facilitator Notes:* *Facilitator Notes:* Write the questions on flip chart paper and uncover one at a time. Ask the participants who would like to share their reflections on the day's activities by responding to the following questions. Ask another facilitator to capture the responses.

Review the objectives for Sessions #6-8...what was accomplished today. Review the agenda and objectives for tomorrow...where we are headed.

## **Day #3**

### **Rapid Summary of Day #2**

Based on the activities from Day #2, discuss the following questions in your small group. Share a few responses with the larger group.

- ✓ What was your favorite activity from yesterday? Why?
- ✓ What is one thing you can apply in your work from yesterday's sessions?

*Time:* 30 minutes

*Materials:* None

*Facilitator Notes:* Ask participants to respond to the questions...clarifying any information as needed.

### **Session #9: Gender and Agricultural Value Chains**

**9A:** Look at the cards on the wall. Help the group decide in which order should cards go to form a value chain.

**9B:** Listen to a mini-lecture on agricultural value chains.

## BREAK

**9C:** In your small group, draw the steps in the value chain based on the case study provided by the facilitator and identify **where** and **how** to address gender issues in the chain. Capture the following on a flipchart to share with the larger group:

- ✓ Where and how can you address gender issues in the agricultural value chain??
- ✓ In what ways can you use agricultural value chains in your work?

*Time:* 2 hours, 30 minutes

*Materials:* PowerPoint projector; PowerPoint presentation; flip chart; markers; color cards; 4 case study title cards: livestock, commercial crops, subsistence crops, natural resource management; value chain cards; flip chart paper; markers

*Outcomes:* **Define** the key elements of an agricultural value chain using a gendered approach.

*Facilitator Notes:*

**9A:** Put each of the following phrases on a 5"x8" card:

Equipment and Input Suppliers  
Producers  
Traders and Marketers (local)  
Transporters  
Processors/Packaging  
Export Marketers  
Retailers (shops/grocery stores)  
Consumers

Mix up the cards and place them on the sticky wall. Have all the participants come to the sticky wall and decide which order the cards go in to form a value chain... allow participants to move the cards on the sticky wall.

**9B:** Present the information on each Power Point slide...ask participants to provide examples from their experiences to highlight main ideas.

**9C:** Divide participants into 4 groups by favorite color: red/blue/yellow/green.

Allow each group to select one case study card. Using their case study, have each group draw the steps in the value chain and identify **where** and **how** to address gender issues in the value chain. Allow small groups to work for approximately 30 minutes. Ask groups to answer questions on flip chart paper.

After completing the analysis of the case study, ask each group to report out to the larger group.

Close the session by reviewing the intended outcome.

## Workshop Evaluation

Complete the written workshop evaluation provided by the facilitator and place in the envelope.

*Time:* 45 minutes

*Materials:* Copies of Post-Workshop Evaluation; mailing envelope

*Facilitator Notes:* Hand out the written evaluation to the participants. Ask them to place their completed evaluation into the mailing envelope.

When all written evaluations have been completed, ask the participants the following questions:

- ✓ What was the **best part** of the workshop for you?
- ✓ What is a **key insight** you will **remember** from the workshop?
- ✓ What is one **action** you will **commit to completing** based on the workshop?

Hand out certificates and discuss any follow-up activities.

## LUNCH

